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ABSTRACT

In response to a critical nursing shortage in the state of Oklahoma, the Oklahoma Practical Nursing (PN)/Associate Degree Nursing (ADN) Articulation Project Coordinating Committee was formed in spring 1990 to develop a proposal for program articulation. A curriculum matrix was designed and adopted for use by five regional subcommittees which conducted curriculum validation reviews comparing the PN curriculum to the first semester content of the ADN programs. In addition, a national survey was conducted of all Boards of Nursing and State Departments of Vocational-Technical Education soliciting information regarding statewide articulation agreements. A review of the National League for Nursing (NLN) accreditation criteria for associate degree and practical nursing programs was also undertaken. This report presents the resulting two-phase articulation model which recommends that the Oklahoma State Board of Regents allow licensed practical nurses to receive college credit for PN education without challenge examinations, based on five specific criteria. The bulk of the report consists of the following appendixes: (1) excerpts from the 1989 "Nursing Shortage, Governor's Task Force Report"; (2) the instrument and summary of the "Survey of States--Nursing Articulation Plans," April, 1991, and excerpts from Colorado's and Minnesota's plans; (3) the NLN's position statement on educational mobility; (4) support letters; (5) excerpts from the "Report of the Nursing Articulation Task Force of Oklahoma State Regents of Higher Education," July 1991; (6) sample matrix comparisons; and (7) PN/ADN Coordinating Committee and Advisory Board membership rosters and meeting minutes. (MPH)

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THE OKLAHOMA PN/ADN ARTICULATION PROJECT REPORT

OCTOBER 1, 1991

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THE OKLAHOMA PN/ADN ARTICULATION PROJECT REPORT

OCTOBER 1, 1991

TABLE OF CONTENTS

PURPOSE 1

RATIONALE OF THE PROJECT 1

THE OKLAHOMA NURSING ARTICULATION MODEL: PN/ADN 1-2

PROJECT IMPLEMENTATION DESIGN 2-3

CURRICULUM VALIDATION 3-4

RECOMMENDATIONS 4

APPENDICES

Appendix A 5

Excerpts from Nursing Shortage, Governor's Task Force Report, October 1989

Appendix B 6-13

Survey Instrument and Summary: "Survey of States - Nursing Articulation Plans", April 1991, and Excerpts Regarding Colorado and Minnesota Plans

Appendix C 14-15

National League for Nursing "Position Statement - Educational Mobility", March 1991

Appendix D 16-18

Support Letters:
Oklahoma Board of Nursing, Sulinda Moffett, Executive Director
Oklahoma Hospital Association, John Coffey, Executive Director
Oklahoma Nursing Home Association, Bruce D. Thevenot, Exec. Dir.

Appendix E 19-20

Excerpts from the Report of the Nursing Articulation Task Force of the Oklahoma State Regents for Higher Education, July 31, 1991, and Memorandum regarding the approval of the Report by the Regents.

Appendix F 21-24

Sample Articulation Project Curriculum "Matrix of Comparison" and Summary of Regional Subcommittee Reports

Appendix G 25-48

PN/ADN Coordinating Committee Membership and Meeting Minutes

Appendix H 49-56

PN/ADN Advisory Committee Membership and Meeting Minutes

THE OKLAHOMA PN/ADN ARTICULATION PROJECT REPORT

PURPOSE

The Oklahoma Practical Nursing (PN)/Associate Degree Nursing (ADN) Articulation Project Coordinating Committee recommends that the Oklahoma State Regents for Higher Education approve direct articulation through the granting of college credit to Licensed Practical Nurses (LPNs) according to the specific criteria. Articulation, for the purpose of this project, is defined as the opportunity for LPNs to receive college credit for practical nursing education without challenge examination.

RATIONALE OF THE PROJECT

There is a critical nursing shortage in the state of Oklahoma as validated by the Governor's Task Force. (Appendix A) Additionally, the acuity level of patients has increased, requiring a higher level of nursing practice. At this time, Oklahoma does not have a direct articulation plan for LPNs. Currently there are twenty-seven states who have or are in the process of developing a statewide plan, which includes direct articulation of LPN course work. (Appendix B) In response to these concerns, the PN/ADN Articulation Project Coordinating Committee acknowledges the need to facilitate educational mobility between practical nursing and associate degree nursing programs with minimal repetition.

Educators have commonly used challenge testing to verify previous nursing knowledge. Such testing is expensive and time consuming, and has the effect of discouraging many LPNs from seeking further education.

In view of the national trend toward nursing articulation, as supported by the National League for Nursing and the Oklahoma Board of Nursing, the Coordinating Committee developed this Model for Articulation in the state of Oklahoma. (Refer to Appendices B, C, D, and E for documented support of the Project.)

THE OKLAHOMA NURSING ARTICULATION MODEL: PN/ADN

The Directors of Practical Nursing and Associate Degree Nursing programs developed a collaborative effort to formulate a model for a statewide articulation plan. This model is to be implemented in two phases. Phase I will include the granting of credit for the first semester of Associate Degree Nursing courses which includes fundamental skills. Phase II will include granting credit for the second semester of associate degree nursing courses.

PHASE I

Articulation in this Model is defined as the opportunity for LPNs to receive college credit for practical nursing education without challenge examinations. Credit may be granted according to the following criteria:

* Must be currently licensed as an LPN in the state of Oklahoma.

* Must have graduated within the past five years.

* Must have graduated from an Oklahoma Practical Nursing School with National League for Nursing accreditation.

* Students will receive credit for the first semester nursing courses/fundamental skills.

* The number of credit hours will be determined by the granting educational institution.

Phase I of the Model will be implemented in 1992, on a voluntary basis, by Associate Degree Nursing programs in higher education institutions. An evaluation/review of the first year of implementation will be conducted by the Articulation Project Coordinating Committee.

PHASE II

Phase II will be implemented by selected programs to explore granting credit for second semester nursing courses, and will be conducted as a pilot project after Phase I is implemented for one year. This phase will begin implementation in 1993. Evaluation of Phase II will be conducted one year after implementation by the Articulation Project Coordinating Committee.

EVALUATION

The Articulation Project Coordinating Committee will evaluate both Phase I and Phase II, compile results, and disseminate a report to the Advisory Committee for initial review. A final evaluation report will be prepared and available for review.

PROJECT IMPLEMENTATION DESIGN

The Oklahoma PN/ADN Articulation Project originated in the Spring of 1990 by a group of Practical Nursing and Associate Degree Nursing Directors, who began meeting to discuss articulation between programs. A Coordinating Committee was created to oversee the project, to provide organizational structure, and to develop the proposal. The state was divided into five regions based upon geographical locations of the nursing schools. Faculty of PN and ADN programs were involved on subcommittees to review and validate curriculum content and competencies.

A curriculum matrix was designed and adopted for use by regional subcommittees to document the results of comparing/contrasting the PN curriculum to the first semester content of the ADN programs. Regional subcommittees were identified at the November 1990 meeting. All five subcommittees conducted curriculum validation reviews and submitted detailed written reports. The Coordinating Committee has determined that the curriculum validation reports from the five subcommittees reflect the educational process throughout the state and provide sufficient data to support the purpose of the Project. (Appendix F)

In January 1991 the Coordinating Committee met with an Advisory Committee of representatives from the State Regents, the Board of Nursing, higher education, and vocational technical education. The Articulation Project purposes, processes, and challenges were discussed with committee members. The Advisory Committee provided recommendations and encouragement to continue the development of a statewide model.

Refer to the Appendices for the coordinating committee and advisory committee membership lists and meeting minutes. (Appendix G and H)

CURRICULUM VALIDATION

Three main strategies were utilized for curriculum validation. These strategies included extensive in-state work by regional subcommittees; a nation-wide survey of all Boards of Nursing and State Departments of Vo-Tech Education for information regarding articulation agreements; and review of the National League for Nursing accreditation criteria for associate degree and practical nursing programs.

Each of the five regional subcommittees conducted a comparison of curricular commonalities and differences for the two levels of educational programs. Of the sixteen associate degree programs in Oklahoma, fourteen participated as well as twenty-one of twenty-nine practical nursing programs. The number of participants provides evidence of the statewide interest and yields a strong sample for the Project's recommendation.

Many hours of faculty work were involved in the curriculum review process. Detailed reports from each region were submitted to the Coordinating Committee. Both associate degree and practical nursing curricula have already been strengthened by the process. Specific areas of commonalities and differences were cited for programs in each region. From that level, general areas of commonalities and differences emerged. The Coordinating Committee determined that the commonalities far out-weigh the differences and form a strong foundation that is needed to implement the Model. The curricular differences identified will not be major obstacles and can be addressed through continuation of regional subcommittee work as well as through the NLN accreditation process for practical nursing programs. The Coordinating Committee notes that the curriculum validation methodology complies with a recent "Position Statement on Educational Mobility" by the National League for Nursing, which states that the awarding of credit should be based on course content and learner outcomes. (Appendix C)

One of the original premises of the Articulation Project is that only graduates of Oklahoma Practical Nursing schools with National League for Nursing accreditation would be eligible to receive credit in participating Associate Degree Nursing programs. The rationale for this requirement involves curriculum validation as well as other educational standards for faculty qualifications, admission and progression policies, clinical practice experiences, and program outcomes. The objectivity of accreditation through the national organization provides additional credibility to the Project. In order to maintain educational mobility options for graduates, the NLN accreditation requirement is essential.

Validation of the overall Project also included a survey of all fifty states. Essential data was received and compiled. The following twelve states have in place statewide articulation agreements: Colorado, Connecticut, Idaho, Iowa, Kentucky, Maine, Maryland, Mississippi, Nevada, New Mexico, North Dakota, and Washington. Fifteen states who are working on statewide articulation plans and/or highly encourage articulation agreements between individual programs include: Florida, Michigan, Minnesota, Montana, New York, North Carolina, Ohio, Oregon, South Dakota, Tennessee, Texas, Vermont, Virginia, West Virginia, and Wisconsin. It is noteworthy that several states relate that articulation agreements have been directed by legislative action. Another important consideration is the fact that, in many states, articulation is not an issue since practical nursing education is typically the first year of the associate degree program.

The Coordinating Committee concluded that the validation processes clearly support the need for the Articulation Project in Oklahoma.

RECOMMENDATIONS

It is recommended that the Oklahoma State Regents for Higher Education approve direct articulation through the granting of college credit to LPNs who meet specific criteria as stated in the Model.

APPENDIX A

NURSING SHORTAGE
GOVERNOR'S TASK FORCE REPORT

October, 1989

Excerpts from the Report:

"Educational mobility. The need for more highly skilled, better qualified nurses at the bedside mandates that opportunities for educational progression within the profession be expanded. While many associate degree programs currently provide mechanisms for advanced placement of licensed practical nurses, and many baccalaureate programs do the same for associate degree graduates, as well as licensed practical nurses, more emphasis must be placed on facilitating educational mobility." (p. 6)

"Recommendations for Providers of Nursing Education:

1. Implement innovative advanced standing mechanisms that enhance educational mobility for nurses and expedite progression from LPN to ADN to BSN to MSN, i.e., from licensed practical nurses to associate degree registered nurse to baccalaureate degree registered nurse to the registered nurse with a master of science degree in nursing." (p. 15)

APPENDIX B

SURVEY OF STATES - NURSING ARTICULATION PLANS

To: Executive Directors
State Boards of Nursing

From: Oklahoma Directors of Practical Nursing
and Associate Degree Nursing Programs

We need your help to determine what the States are doing in the way of articulation between practical nursing and ADN programs. Please answer the following questions and/or provide the name of contact persons. Return in the enclosed envelope by March 10, or call Jody Wemhaner at (405) 722-7799 ext. 261, to give a verbal report. We are in the process of developing a proposal for a statewide articulation plan between PN and ADN programs in Oklahoma. Your help will really be appreciated!

Check as many as apply and/or give explanations as necessary:

1. Where are the LPN/LVN programs offered in your state?

___hospital based ___vo-tech schools ___community colleges ___universities

Comments:_____

2. Do LPN/LVN programs in your state offer college credit?

___Yes ___No

Please provide some information on how the credit is granted, if the program is not in a college or university, or give a contact person and phone number who could explain the process:

_____

_____

_____

3. Do you have a "statewide" nursing articulation (meaning receiving credit without a challenge exam) plan or policy?

___Yes ___No Comments:_____

If Yes, enclose a copy of the plan or policy if possible; or give the name/address/phone of a contact person:

Name:_____Phone:_____

Address:_____

(Continue on the other side . . .)

4. If there is an institution that has a "model" plan that is effective, please give the name/address/phone of a contact person:

Name:_____Phone:_____

Address:_____

5. If there are any other organized groups, or individuals, that would be able to provide useful information regarding development of an articulation plan, please list contact persons' information:

Name:_____Phone:_____

Address:_____

Name:_____Phone:_____

Address:_____

Name:_____Phone:_____

Address:_____

6. Other information that would be helpful may be attached or a comment written in this section:

_____

_____

_____

_____

Name of Person
Completing the Survey:_____

Institution:_____

Mailing Address:_____

Phone/extension:_____

THANK YOU AGAIN!

Please mail to:
Jody Wemhaner, RN, BSN, M.Ed.
Health Occupations Department Chair
Francis Tuttle Vo-Tech Center
12777 N. Rockwell Ave.
Oklahoma City, Oklahoma 73142-2710

SURVEY OF STATES - NURSING ARTICULATION PLANS

Summary of "Statewide" Nursing Articulation Plans/Policies:

There were twenty-seven states that responded that they either had a statewide plan (*), were working on developing one, or currently have articulation plans between institutions. There were twenty-one states that did not have articulation plans and only two states that did not respond to the survey. Brief comments from the states that responded that they are working on articulation are written below.

COLORADO*

There is a statewide articulation plan for all programs. When a graduate completes LPN coursework with a grade of C or better and begins ADN - RN courses within 10 yrs. of graduation, they may be awarded nursing credits equivalent to approx. one year of nursing courses in the program they enter, without challenge tests. These credits are placed on the transcript after they pass approx. one semester of nursing courses. Need to complete non-nursing requirements and equivalent of one year of full-time nursing coursework. Some BSN programs offer LPNs advanced placement. See brochures attached and a copy of the model.

CONNECTICUT*

There is a statewide articulation plan for all programs. Eligibility for advanced placement credit: graduate from CT PN program after June '86 with a C or higher; hold a license in CT; meet admission requirements for RN prog.; complete transition course (2-4 cr.) prior to award of advanced placement credit; complete all general educ., etc. w/grades required before beginning third semester of RN program. The range for credits awarded for first year nursing courses plus the transition course should be 12-16 credits. See Articulation Model attached.

FLORIDA

No statewide plan. Agreements do exist between PN programs and community colleges whereby college credit is given upon admission to the RN program. Some vo-tech schools provide a RN track and a PN track w/general ed. classes provided at the college.

IDAHO*

An articulation committee has developed a plan for articulation of ADN graduates to BSN. It has not been approved at this time.

IOWA*

A statewide articulation plan exists for ADN to BSN. Graduates of the PN programs earn a diploma, in the community college setting. Most programs are set up as a career ladder, exit after one year as PN and continue for a second year, and exit as ADN.

KENTUCKY*

A statewide plan sets up guidelines for articulation agreements to be developed between educational institutions, listing several alternatives. It does provide for granting of block or automatic hours for any vocational program toward associate degrees in applied sciences. LPN's may be admitted to an ADN program within 3 yrs. of graduation and receive credit according to that institutions' policy by submitting a student articulation transcript from the vo-tech school. See sample transcript and the plan attached.

MAINE*

A statewide plan for technical colleges and some university programs. The technical colleges are presently working toward a one-plus-one curriculum design for PN and ADN education. Articulation with the university system is being finalized.

MARYLAND*

A statewide plan exists for PN to ADN articulation. Each PN program must seek approval, by submitting evidence to a validation committee, that the program meets the criteria developed by the Steering Committee on Validation. Community colleges develop a transition course with identified topics included. The LPN must be licensed in MD, graduated within the last 5 yrs. from an approved school, meet admission requirements and be enrolled before credits are awarded. The total number of credits may not exceed the first year of the ADN program. See the state model and copies of the validation criteria/procedures attached. There has been a task force, assigned by the state legislature, to design a plan for upward educational mobility from nursing assistant level to education in BSN programs. The plan is now in final draft.

MICHIGAN

The area of articulation is one that has been an ongoing initiative in Michigan, we have many agreements in place but these are individual and not statewide.

MINNESOTA

Board of Nursing Rules specify that ADN schools "shall allow a qualified licensed practical nurse to gain advanced standing for at least one-third of the nursing credits required at graduation." This may be done by "review of a LPN's previous education as reported on a transcript or similar document and previous nursing experience; granting a previously determined number of credits for graduation from any approved practical nursing school; OR testing of a LPN's knowledge and skill.

MISSISSIPPI*

The state's plan and policy are in progress now. A standardized curriculum is in the process of being written for the purpose of articulation with secondary programs and is scheduled to be implemented in Fall of 1992.

MONTANA

All five postsecondary vocational-technical centers have PN programs. These institutions are part of the university system. We are working on a statewide nursing articulation plan.

NEVADA*

A statewide plan exists and is in process of refinement.

NEW MEXICO*

A statewide plan exists. See attached copy of "Courses to be Considered for Transfer Equivalency in Nursing Programs". Charts depict the "Courses in ADN Programs Comparable to LPN Courses" and what credits have been established by validation as well as any special requirements for each institution.

NEW YORK

No statewide plan, but some schools have articulation agreements which provide for this.

NORTH CAROLINA

Individual colleges (48 ADN programs) usually give blanket credit when LPN's meet college admission policies, successfully pass a RN transition course, and meet ADN program admission policies.

NORTH DAKOTA*

A statewide plan exists. The Board rules require all nursing programs to specify methods of validating the achievement of course objectives by one or more alternatives.

OHIO

A recently organized group, called "Nursing Education Mobility Action Group", met in February 1991. Their goal is to develop an articulation model for all levels of nursing education.

OREGON

Of the 13 community colleges who offer a nursing program, 11 of them are 1:1 programs (ADN program with a PN exit option). All PN programs in Oregon are offered via community colleges. We are also currently working on articulation between high school health occupations programs and community colleges, on a regional basis.

SOUTH DAKOTA

A Vo-tech school reported that "graduates of our program are given eleven credits for the Nursing 101 and 102 courses in the ADN program, after passing LPN Boards and with recommendation of first year faculty". Also, each professional school has an articulation plan with other schools.

TENNESSEE

Several articulation plans are being developed but none are actually implemented. Some LPN programs have agreements with colleges to teach certain courses for credit.

TEXAS

The Board of Nurse Examiners and the Board of Vocational Nurse Examiners have charged a Nursing Education Advisory Committee comprised of representatives from all types of nursing programs (LVN, ADN, Diploma, and BSN) and representatives from practice/service settings, nursing and health care associations, and related state agencies, to develop and recommend minimum competencies for each type of nursing program graduate. We hope that by clarifying competencies we can eliminate the confusion and redundant instruction that currently places barriers to successful articulation.

VERMONT

A statewide plan is to be worked on.

VIRGINIA

Some individual PN programs have developed articulation agreements with individual schools.

WASHINGTON*

A statewide plan exists. Credit is given for the first year of the nursing courses from the vo-tech schools to community colleges or universities. All associated courses are not granted credit. Students must take all associate science or university support courses.

WEST VIRGINIA

Many ADN and BSN programs offer advanced standing options. Some by challenge, some give blanket credit. Each professional program is different.

WISCONSIN

Currently there is a statewide committee addressing the articulation issue called the Governor's Nursing Education Coordinating Council. (Three LPN schools have college transfer status for students.)

SURVEY OF STATES - NURSING ARTICULATION PLANS

Excerpt Regarding Colorado Articulatin Plan:

COLORADO

The following is quoted from a Professional Licensing Report, obtained from the Oklahoma Board of Nursing.

Title: Colorado Adopts Nation's First Nursing Articulation Plan

"Nursing programs in Colorado, in a joint project have developed the nation's first program to allow licensed practical nurses, associate degree nurses, and diploma registered nurses to advance to higher levels without testing.

The plan will allow nurses to progress in two ways: licensed practical nurses may advance to the registered nurse, associate degree level, and associate degree or diploma registered nurses may advance to the baccalaureate nurse level. Sponsored by the Colorado Council on Nursing Education, the model will be implemented at all 30 public and private nursing programs in the state between January 1, 1991 and January 1, 1992, followed by an evaluation plan.

Historically, testing has been required to validate prior learning, the council explained in a report on the project. The Colorado Model is necessary because students who graduate from associate degree programs earn nursing credits at a lower division (100-200 level courses); the baccalaureate nursing programs in Colorado offer most course work at the upper division (300-400 level courses). Educators do not assume that lower division course work is comparable to upper division work, and have commonly used challenge testing to verify that specified learning has occurred. Such testing was expensive and time-consuming, and had the effect of discouraging many nurses from seeking further educational degrees.

'Articulation without testing will be possible for two reasons. The first is that faculty members from all nursing programs in the state have validated the content of all curricula. The second is that individual validation of prior nursing knowledge will occur by placing nursing credits in escrow at the higher level institution until the nurse successfully completes one semester of full-time nursing course work at the receiving institution. Nurses articulating from either the practical nurse to associate degree level or from diploma or associate degree to the baccalaureate level will receive approximately one year of nursing credit for previous nursing course work. All articulating students must meet program admission requirements and non-nursing course requirements.'

Under the program, nurses who graduated more than three years ago must have work experience or an approved refresher course. LPNs will have a 10-year time limit from graduation for articulation without testing, and associate degree RNs will have this time limit after 1997. Nurses from other states will be able to qualify under the model if they graduated from a program accredited by the National League for Nursing."

Excerpt Regarding Minnesota Board of Nursing Rules on Advanced Standing:

MINNESOTA

The following is quoted from a memo, written by the Executive Director to the Minnesota Higher Education Coordinating Board, regarding a status report which was written in December 1983. This was sent to Dr. Charles Manning, State Regents, in January 1990.

Title: A Progress Report on the Implementation of Articulated Nursing Education in Minnesota

"In 1980, the Coordinating Board recommended that the public systems along with interested private institutions develop a plan to coordinate nursing education programs in the state so that a licensed nurse could advance educationally. The 1981 Legislature also expressed an interest in this question. The concern at that time was the required repetition of course content among programs at different levels. The Board favorably reviewed the plan at its January 1982 meeting.

Considerable progress has been made in coordinating the curricula and transfer policies of nursing education programs in Minnesota. For example:

* A registered nurse with the equivalent of an associate degree now can complete the requirements for a baccalaureate degree in nursing in two years at all state university programs, the University of Minnesota and some private institutions.

* A licensed practical nurse now can complete the requirements for an associate degree in nursing in one calendar year at seven community colleges.

* The number of licensed nurses enrolled in nursing education programs has more than doubled since the Coordinating Board made its recommendations in 1980."

APPENDIX C

NATIONAL LEAGUE FOR NURSING

POSITION STATEMENT

EDUCATIONAL MOBILITY

The National League for Nursing believes that it is imperative for nurse educators to exercise leadership in developing an academically, fiscally and socially responsible system of nursing education that will assure the educational mobility of individuals who elect to pursue additional academic preparation in nursing. Nurse educators have designed nursing programs with multiple entry and exit points in order to accommodate an increasingly heterogeneous student population and the increasingly non-linear nature of all educational programs. Efforts to assure the most efficient and academically sound pathway for the graduates of these programs have resulted in more diversified approaches to the transfer of academic credit between institutions and to the validation of prior extra-institutional learning.

Articulation Arrangements

The NLN believes that articulation arrangements between institutions that specify the coordination and recognition of program and course content (transfer credits) are efficient and effective methods of assuring the educational mobility of individual graduates. While such an institutional approach to educational mobility has always been an option, it has not been widely used as many programs concentrated their efforts on those methods which validate individual learning, such as standardized tests, portfolio assessment, simulation or actual clinical evaluation, successful completion of a bridge course, or some combination of the preceding. Most recently, concerns among nurse educators and others about educational effectiveness, social equity and the judicious use of resources has led to a review of existing policies and procedures for the awarding of transfer credits.

The NLN believes that awarding of transfer credits is most appropriately based on course content and learner outcomes in addition to course numbers and/or class (year) placement.

Therefore, **the NLN urges schools and programs in nursing to expand their current efforts to assure and facilitate the educational mobility of individual nurses by developing articulation arrangements that specify their policies regarding transfer of academic credits for graduates of identified programs.** Clearly such arrangements will need to be augmented with a range of alternative methods for validating prior learning of individuals who are not covered by the arrangements.

Such articulation arrangements should address, at a minimum, the following indices of the quality of nursing education programs: curriculum; faculty appropriately qualified; admission and progression policies; clinical practice experiences; and program outcomes such as graduation rates, passing rates on state licensing exams, employer and alumni surveys.

Such a coordinated approach to assuring educational mobility will best serve individual students, educational institutions, the nursing profession and the general public.

Executive Summary

• Critical social and fiscal issues such as equal access and equality of the treatment of students, especially those from underrepresented racial and ethnic backgrounds, need intensified attention from nursing education. With an increasingly diverse student population, the NLN believes that multiple option entry and program progression pathways are essential to accommodate individual learner needs.

• The direct (public) and indirect (private) costs to taxpayers of establishing these programs would be significantly lower and educational mobility facilitated with the use of articulation arrangements which standardized transfer of educational credits between the programs involved in such arrangements.

• Across the United States, state legislators and postsecondary administrators are calling for institutions to develop articulation arrangements that are cost-effective and which respect the contributions of all accredited institutions and educational systems. Readily available articulation arrangements which facilitate educational mobility are less costly alternatives to the current predominate approach which, while allowing educational mobility, often requires some repetition of prior learning for every individual student.

• Articulation is defined as "a process through which two or more distinct programs cooperate to accommodate the learning needs and career goals of students with minimum repetition of learning experiences." (Metropolitan Area Nursing Education Consortium)

• While articulation arrangements shift the locus of responsibility (1) away from the individual student to the student's institution and (2) away from individual decisions to institutional arrangements, they are not meant to be used to award blanket credit. Nor are they to extend for an indeterminate period. Like all policies, they are to be reviewed and revised by nursing faculty in a timely manner.

Use of this Statement

This statement is presented as information for those interested in nursing education programs. It is designed as a guide and neither an imperative nor a substitute for any individual institution's policy. It incorporates and replaces prior existing NLN Position Statements on: Open Curriculum in Nursing Education, 1981; Educational Mobility, 1982; Awarding Credit for Previous Nursing Knowledge and Competency, 1985 and 1987.

REFERENCE: Joint Policy Statement on TRANSFER AND AWARD OF ACADEMIC CREDIT, COPA, ACE, AACJC (1990)

This position statement was approved by the National League for Nursing's Board of Governors, March 1991

APPENDIX D

BOARD OF NURSE REGISTRATION AND NURSING EDUCATION

SUITE 524 • 2915 CLASSEN BLVD. • OKLAHOMA CITY, OKLAHOMA 73106-5437

405/525-2076

August 6, 1991

Marsha Greene, RN, MS
Chair
PN/ADN Articulation Coordinating Committee
Eastern State College
Wilburton, Oklahoma

Dear Ms. Greene:

The Oklahoma Board of Nursing enthusiastically supports the purposes and activities of the Oklahoma PN/ADN Articulation Coordinating Committee.

Both the previous and the newly amended Oklahoma Nursing Practice Act's Rules and Regulations containing the Minimum Standards for Nursing Education Programs require programs to provide opportunities for advanced placement to program applicants. The new standards further require nursing education programs to have "written and employed (policies for advanced placement) allowing fair, consistent, valid, and defensible evaluation of students' didactic knowledge and clinical competence."

Your committee's work on behalf of this standard will benefit Oklahoma students, and provide consistent methods for programs to use in assessing prospective students' knowledge and competence.

The Oklahoma Board of Nursing backs your committee's efforts to advance nursing education in Oklahoma, and looks forward to the final report from your group.

Sincerely,

Sulinda Moffett

Sulinda Moffett, MSN, R.N.
Executive Director

SM:nw

COMANCHE COUNTY HOSPITAL AUTHORITY

P. O. BOX 129 • LAWTON, OKLAHOMA 73502-0129 • 405 355-4620

RANDY L. CURRY
PRESIDENT

September 25, 1991

Kathryn Jackson, Co-Chair
Oklahoma PN/ADN Articulation Project
Great Plains VoTech
4500 West Lee Blvd.
Lawton, Ok. 73505

Dear Ms. Jackson:

The Oklahoma Hospital Association commends the efforts of Practical Nursing educators and Associate Degree Nursing educators in their efforts to facilitate continuing education for nurses.

We support the recommendation of the Oklahoma Practical Nursing/Associate Degree Nursing Articulation Project to grant college credit to LPN's without challenge examination.

We believe that the approval of this recommendation will encourage LPN's to continue their education and may eventually have an impact on the Nursing Shortage.

Sincerely,

Randy L. Curry
President

OKLAHOMA NURSING HOME
ASSOCIATION
5801 N. Broadway / Suite 500 / Oklahoma City, OK 73118
Telephone 405-848-8338 / FAX 405-848-7631

August 6, 1991

Marsha Green, Co-Chair
Oklahoma PN/ADN Articulation Project
Eastern Oklahoma State College
1301 West Main Street
Wilburton, OK 74578

Dear Ms. Green:

The Oklahoma Nursing Home Association is in full support of any program that will make it easier and more practical for LPN's to move into the ADN program with credit being given as may be appropriate, without challenging.

Oklahoma has not, in the past, exhibited the leadership and vision in this area and should move rapidly to pave the way for LPN's to ascend the ladder to registered status. Far too long, we have moved cautiously in this area where the shortages of nurses has dictated that we do otherwise.

We support the committee's work in the area of articulation for LPN's and know that in doing so you will preserve the quality of education that has made all categories of Oklahoma trained nurses among the tops in the nation.

If additional information or support for your program is needed or desired, please advise.

Respectfully submitted,

Bruce D. Thevenot
Executive Director

OFFICERS

President
Carl Lyons
Tulsa, OK

Vice-President
Ken Greiner
Oklahoma City, OK

Secretary
Jearl Smart
Wewoka, OK

Treasurer
Lloyd Haskins
Sallisaw, OK

STAFF

Executive Director
Bruce D. Thevenot

Government & Professional Relations Director
J.D. Cheek

Communication & Education Director
M. Melinda Manoles

Facility Standards & Quality Assurance Director
Ginger Whipple, R.N

BDT/td
cc: J.D. Cheek, Director
Government and Professional
Relations

APPENDIX E

REPORT OF THE NURSING ARTICULATION TASK FORCE OF THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

July 31, 1991

Excerpts from the Report:

"II. STATEMENT OF PRINCIPLES AND ASSUMPTIONS

For purposes of this report, articulation is 'a process through which nursing programs cooperate to facilitate educational progress of students with minimum repetition.' . . .

* Students who begin their nursing education at the LPN or ADN levels should be able to advance through the next level without repeating significant elements of their education which they have already mastered. (p.2)

IV. ISSUES AND RECOMMENDATIONS

4. The Task Force on Articulation recognizes that the Oklahoma PN/ADN Articulation Project is currently addressing the LPN to ADN articulation through validation of curriculum content and competencies for fundamentals in nursing. The Task Force on Articulation will be looking to the Oklahoma PN/ADN Articulation Project for recommendations concerning LPN articulation.

Our recommendations will be forthcoming following receipt and review of these recommendations." (p. 6)

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

500 Education Building
State Capitol Complex
Oklahoma City, Oklahoma
73105-4503

September 17, 1991

To: Nursing Articulation Task Force

Dear Task Force Members:

Re: Nursing Articulation Task Force Report

At their August meeting, the State Regents received and endorsed the Nursing Articulation Task Force Report and recommendations. I want to take this opportunity to congratulate you on a job well done. The report reflects a great deal of thought and effort.

Thank you for your time and effort.

Sincerely,

Hans Brisch
Chancellor

MN/sh

APPENDIX F

OKLAHOMA PN/ADN ARTICULATION PROJECT
Matrix of Comparison

School	CV-Chickasha		Canadian Valley		Mid-Del		Moore-Norman		Francis Tuttle Vo-Tech		Metro-Tech	
	Acceptable	Gaps	Acceptable	Gaps	Acceptable	Gaps	Acceptable	Gaps	Acceptable	Gaps	Acceptable	Gaps
THEORY												
1-A OBJECTIVES	All of Chickasha should be the same as FTVTC	See attachment for FTVTC		See attachment sheets for listing		See attached sheets for listing		See attachment	See attachment		See attachment	
1-B COGNITIVE LEVELS	Majority of objectives are in 1st 3 levels	Majority of objectives are in 1st 3 levels	Majority of objectives are in 1st 3 levels	Majority of objectives are in 1st 3 levels	Majority of objectives are in 1st 3 levels	Majority of objectives are in 1st 3 levels	Majority of objectives are in 1st 3 levels	Majority of objectives are in 1st 3 levels	Majority of objectives in 1st 3-4 levels	Majority of objectives in 1st 3-4 levels		
Knowledge	Majority of objectives are in 1st 3 levels		Majority of objectives are in 1st 3 levels		Majority of objectives are in 1st 3 levels		Majority of objectives are in 1st 3 levels		Majority of objectives in 1st 3-4 levels		41%	
Comprehension	Majority of objectives are in 1st 3 levels		Majority of objectives are in 1st 3 levels		Majority of objectives are in 1st 3 levels		Majority of objectives are in 1st 3 levels		Majority of objectives in 1st 3-4 levels		13%	
Application	Majority of objectives are in 1st 3 levels		Majority of objectives are in 1st 3 levels		Majority of objectives are in 1st 3 levels		Majority of objectives are in 1st 3 levels		Majority of objectives in 1st 3-4 levels		34%	
Analysis											9%	
Synthesis											0	
Evaluation											3%	
1-C Outlines & Time frames (see attachments)	Comparative and adequate		Comparative and adequate		Comparative and adequate		Comparative - See attachment		Comparative and adequate		Adequate	

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School	CV-Chickasha		Canadian Valley		Mid-Del		Moore-Norman		Francis Tuttle Vo-Tech		Metro-Tech.	
	Acceptable	Gaps	Acceptable	Gaps	Acceptable	Gaps	Acceptable	Gaps	Acceptable	Gaps	Acceptable	Gaps
Instructional M ials	See a"tachments		See attachments		See attachment		See attachments		See attachments		1) Computer Introduction only 2) Video library recently updated	Library limited
CLINICAL/ ON-CAMPUS SKILL LAB												
B. 1. Skill Lab/ Return Demo.	Comparative		See attachments Comparative		See attachments Comparative		See attachments Comparative		Comparative		Acceptable Critical criteria returned	
2. Clinical Application (list tools used)	Mandatory list and skill check-off See attachments		Mandatory skill list Check-off list comparative		Mandatory skill list Check-off list comparative		Comparative See attachment		Mandatory list and skill check-off See attachments		Clinical skills profile	
a. Skills Required	Comparative		Comparative		Comparative		Comparative		Comparative		Same	
b "Competency" Define	Mandatory Skill with Rating Scale. See attachment		Rating Scale 4 - best 3 2 1 0		Rating Scale 4 - best 3 2 1 0		Rating Scale See attachment		Mandatory Skill with Rating Scale. See attachment		Acceptable Has Rating Scale	
c. Evaluation Tools	Comparative		Comparative		Comparative		Comparative See attachment		Comparative		Comparative	

School	CV-Chickasha		Canadian Valley		Mid-Del		Moore-Norman		Francis Tuttle Vo-Tech		Metro-Tech	
	Acceptable	Gaps	Acceptable	Gaps	Acceptable	Gaps	Acceptable	Gaps	Acceptable	Gaps	Acceptable	Gaps
1-D Nursing Process # steps	5		4	Nursing Diagnosis & Eval.		Nursing Diagnosis & Eval.	5		5		4	- Nursing Diagnosis - Analysis limited - Assessment limited
THEORY												
Outcome Criteria												
Achievement Tests	See attachments		See attached for listing		NLN's Fundamentals Pharmacology Med/Surg Peds Maternity		See lists		See attachments		1) NLN PN Comprehension 2) Fundamentals	
Evaluation Tool	Comparative		Comparative		Comparative		Comparative		Comparative		Systematic Program Eval Tool: covers philosophy, objectives. Course material, eval. etc.	
Exams	Objective tests & comprehensive exams. Starting to identify nursing process & cognitive levels		Objective tests & comprehensive exam		Objective tests & comprehensive exams				Objective tests & comprehensive exams. Starting to identify nursing process & cognitive levels		Objective tests & comprehensive finals	
Accrediting Agencies	Not NLN accredited		See attachments		See attachments		See attachments		See attachment		OBNRNE State Dept of Vo-Tech	
Program Evaluation (List all evaluators)	Similar to FTVT		1) Advisory Committee 2) Students 3) Faculty 4) Clinical staff		1) Advisory Committee 2) Students 3) Faculty 4) Clinical staff		See attachments		See attachment		1) Advisory Committee 2) Students 3) Faculty 4) Clinical staff	

REGIONAL SUBCOMMITTEE REPORTS - SYNOPSIS

OVERVIEW:

The Coordinating Committee determined that the commonalities far out-weigh the differences and form a strong foundation that is needed to implement the Model. The curricular differences identified will not be major obstacles and can be addressed through continuation of regional subcommittee work as well as through the NLN accreditation process for practical nursing programs.

Region 1 Subcommittee: Northwestern Oklahoma

Pioneer AVTS and Northern Oklahoma College were actively involved in this region. Many curricular commonalities were identified through the curriculum matrix. There were seven identified gaps in curriculum content and none identified in skills.

Region 2 Subcommittee: Central Oklahoma

Nursing programs involved were: Canadian Valley AVTS in El Reno and Chickasha, Mid-Del Lewis Eubanks AVTS, Moore Norman AVTS, Francis Tuttle VTC, Metro AVTS, Rose State College, Redlands Community College, Oklahoma State University-Oklahoma City, and Oklahoma City Community College. The subcommittee found comparable objectives between the PN programs and the ADN fundamental courses. A detailed summary identified six items that were gaps in curriculum content common to all PN programs, and only a few identified skills.

Region 3 Subcommittee: Northeastern Oklahoma

Seven nursing programs in this region were involved in the curriculum validation process: Northeastern Oklahoma A & M College, Connor's State College, Tulsa Junior College, Tulsa County AVTS, Central Oklahoma AVTS, Tri-County AVTS, and the W.P. Bill Willis Skills Center. The comparison of theory objectives revealed that four items were identified as "gaps" in PN or ADN programs. It was agreed that more skills were taught in PN programs than in ADN first semester courses.

Region 4 Subcommittee: Southeastern Oklahoma

Eleven nursing programs were involved in the curriculum validation process: Murray State College, Eastern OK State College, Seminole Junior College, Carl Albert State College, Gordon Cooper AVTS, and the six Kiamichi AVTS campuses. Only three skills were identified as gaps in the PN programs.

Region 5 Subcommittee: Southwestern Oklahoma

The five nursing programs were: Cameron University, Western OK State College, Great Plains AVTS, Red River AVTS, and Southwestern OK AVTC. There were five identified gaps in curriculum content and none identified in skills.

APPENDIX G

OKLAHOMA PN/ADN ARTICULATION PROJECT

COORDINATING COMMITTEE MEMBERS

ADN DIRECTORS:

Norma Divine, Co-Chair
Carl Albert State College
P.O. Box 606
Poteau, OK 74953

Marsha Green
Eastern Oklahoma State College
1301 W. Main
Wilburton, OK 74578

Delphine Jewell
Northern Oklahoma College
1220 E. Grant, Box 310
Tonkawa, OK 74653

Rosemary Klepper
Redlands Community College
1300 S. Country Club Rd.
P.O. Box 370
El Reno, OK 73036

Carol Morris
Northeastern Oklahoma A&M College
200 I Street NE
Miami, OK 74354

Beverly Burnett
Tulsa Junior College
909 S. Boxton
Tulsa, OK 74419

Joyce Spurgin
Murray State College
Tishomingo, OK 73460

Salle Carney
Rose State College
6420 S.E. 15th St.
Midwest City, OK 73110

PN DIRECTORS:

Kathryn Jackson, Co-Chair
Great Plains AVTS
4500 West Lee Blvd.
Lawton, OK 73505

Sherry Burke
Kiamichi AVTS
Route 2, Box 1800
Highway 63-A and Vo-Tech Drive
Talihina, OK 74571

Jody Wemhaner
Francis Tuttle Vo-Tech Center
12777 N. Rockwell Avenue
Oklahoma City, OK 73142-2710

Wanda Wolf
Metro AVTS, Springlake Campus
1800 Springlake Drive
Oklahoma City, OK 73111

Thea Clarke
Tulsa County AVTS
3420 South Memorial
Tulsa, OK 74145

Ruth Howell
Tri-County AVTS
6101 Nowata Road
Bartlesville, OK 74006

Kim Wanger
Chisholm Trail AVTS
Rt 1, Box 60
Omega, OK 73764

Sue Mitchell
High Plains AVTC
3921 34th St.
Woodward, OK 73801

Revised 9/17/91

OKLAHOMA PN/ADN ARTICULATION PROJECT
COORDINATING COMMITTEE MEETING
AUGUST 23, 1991

CALL TO ORDER:

The meeting was called to order at 10:30 a.m. by Marsha Green, ADN Co-Chairman.

PRESENT:

Marsha Green, Eastern Oklahoma State College
Jody Wemhaner, Francis Tuttle Vo-Tech Center
Joyce Spurgin, Murray State College
Rosemary Klepper, Redlands Community College
Sallie Carney, Rose State College

ABSENT:

Delphine Jewell, Northern Oklahoma College
Kathryn Jackson, Great Plains Area Vo-Tech Center
Carol Morris, Northeastern Oklahoma A&M College
Beverly Burnett, Tulsa Junior College
Sherry Burke, Kiamichi Avts
Wanda Wolf, Metro Avts
Ruth Howell, Tri-County Avts
Thea Clark, Tulsa County Avts
Nancy Cavner, Pioneer Avts

MINUTES:

The minutes of the July 23, 1991 meeting were read. Motion was made by Marsha Green and seconded by Joyce Spurgin to accept the minutes as written. Motion carried.

QUORUM:

Since there was not a quorum present, a regular business meeting was not held. The individuals who were present conducted a working session to review the draft from the July 23, 1991 meeting. Marsha Green distributed the following handouts:

- NLN Position Statement
- OK State Regents for Higher Education - Statement of cooperation between institutions of higher learning and area vocational technical school
- Letter of support from the Oklahoma Board of Nursing
- Letter of support from the Oklahoma Nursing Home Association
- Regions 4 and 5 reports were also distributed.

REVIEW OF THE DRAFT:

Discussion centered around wording changes that improved the clarity of the intent. See attachments for changes. The area that will be developed today is the curriculum validation section. Since attendance was less then expected, the group decided that each member present will take a region and be responsible for carefully reviewing the content from that region.

Assignments:

Region 4 - Joyce
Region 5 - Sallie
Region 3 - Marsha
Region 2 - Jody
Region 1 - Rosemary

Reviewing criteria for this perusal would center around correlation of content, gaps, and the resource that would be available for changing their current positions. All members will report back to Rosemary Klepper who will then complete the summation of the findings for the curriculum validation section. Sallie Carney will also consider adding several sentences to strengthen the rational section.

A copy of the new changes and a letter asking members to consider the importance of the next meeting will be sent to all members on the coordinating committee. In addition, they will be asked to send in their comments/or be present at the next meeting to voice their concerns at that time. The final draft will be passed out at the morning meeting for final approval and copies will be given to the Advisory Committee in the afternoon for their input/recommendations.

OKLAHOMA PN/ADN ARTICULATION PROJECT
COORDINATING COMMITTEE MEETING
JULY 23, 1991

MINUTES

Call to Order: The meeting was called to order at 10:30 a.m. by Marsha Green, ADN Co-Chair.

Present: Marsha Green, Eastern Oklahoma State College
Salle Carney, Rose State College
Delphine Jewell, Northern Oklahoma College
Kathryn Jackson, Great Plains Area Vo-Tech Center
Jody Wemhaner, Francis Tuttle Vo-Tech Center

Absent: Rosemary Klepper, Redlands Community College
Carol Morris, Northeastern Oklahoma A&M College
Beverly Burnett, Tulsa Junior College
Joyce Spurgin, Murray State College
Donna Bellovics, Cameron University (resigned position)
Gayle Sunday, Co-Chair, Bill Willis Skills Center (resigned as Co-Chair)
Sherry Burke, Kiamichi AVTS
Wanda Wolf, Metro AVTS
Nancy Cavner, Pioneer AVTS
Sanzee Pittman, High Plains AVTS (resigned position)
Dr. Jan Harris, Central Oklahoma AVTS (resigned position)

Minutes: The minutes of the April 4th meeting were read. The motion was made and seconded to accept the minutes as written; the motion carried.

Review of Draft of Outline for Final Report:

The outline was reviewed and discussed. Salle recommended that we restructure the content of section II. Proposed Solution, to include a brief statement only about the Model. This was agreed upon. Another item that needs to be included in the report is the research that was done on articulation plans from all the State Boards of Nursing. A copy of the "Draft of Outline of Report" is attached to these Minutes. This outline was prepared at a meeting on June 26th by Rosemary Klepper, Salle Carney, and Jody Wemhaner.

OK Nursing Articulation Model:

Committee members divided up the outline and began writing the initial draft of the report to the Regents. Section I was drafted by Marsha, Kathryn and Delphine. Section II and VI were drafted by Salle Carney, and Section III and V were drafted by Jody Wemhaner. Section IV was renamed "Curriculum Validation" and was not begun; all subcommitttee reports have not been turned in at this time. Kathryn stated that Region V Subcommittee has completed their work and data will be compiled by the end of the month. Region I (NW) Subcommittee has not been able to meet to complete curriculum validation due to faculty staffing problems.
It was agreed that involvement from four of five subcommittees would provide

sufficient data to complete the report.

Review and Compile Regional Committee's Matrix:

This agenda item had to be delayed due to lack of time. It will be completed at the next Coordinating Committee meeting. It is hoped that Region 5 (SW) Subcommittee will have their report turned in by that date.

Regional Subcommittee reports that have been received are attached to these minutes and will be reviewed at the next meeting: Region 2 (central OK), Region 3 (NE), and Region 4 (SE).

Schedule Next Coordinating Meeting and Advisory Committee:

The next meeting of the Coordinating Committee will be on August 23, 10:30 a.m.-3:30 p.m., at Rose State College in the Tom Steed building. Marsha and Salle will receive RSVP's from committee members to ensure that enough members will attend to meet the meeting goals.

Adjournment: Marsha Green adjourned the meeting at 3:15 p.m.

Respectfully Submitted,

Jody Wemhaner

Jody Wemhaner, Acting Secretary

OKLAHOMA PN & ADN ARTICULATION PROJECT
COORDINATING COMMITTEE MEETING
APRIL 4, 1991

Call to Order: Meeting was called to order at 10:30 a.m. by Marsha Green, ADN Co-Chair

Attendance:
Marsha Green, Eastern Oklahoma State College
Jody Wemhaner, Francis Tuttle AVTS
Joyce Spurgin, Murray State College
Delphine Jewell, Northern Oklahoma College
Wanda Wolfe, Metro-Tech
Sherry Burke, Kiamichi AVTS
Carol Morris, Northeastern Oklahoma A&M College
Donna Bellovics, Cameron University
Rosemary Klepper, Redlands Community College
Sallie Carney, Rose State College
Kathryn Jackson, Great Plains AVTS

Agenda: The agenda was reviewed and adopted.

Minutes: The minutes of the January 18, 1991 meeting were read. The following correction was made:
Marsha Green, ADN Co-Chair appointed an AD HOC Committee to survey states regarding their Articulation Plans. Committee members are Jody Wemhaner, Rosemary Klepper, and Sallie Carney. Motion was made and seconded to accept the minutes after the correction was added.

Subcommittee Reports:

Region I - Progress is slow from the area. No written report available.

Region II - The work from this Committee has been completed. A very comprehensive study was submitted to the Coordinating Committee. The group completed the Matrix of Comparison by comparing course objectives, cognitive levels, theory, and clinical/ on-Campus Skills Lab. Information is concise and appropriate for the project.

Region III - A letter to Marsha Green from this sub-committee reports that progress is slow.

Region IV - Joyce Spurgin presented an update from S.E. Region. The committee developed a plan of work at the first meeting. Each school completed a worksheet comparing PN/ADN Course objectives and nursing skills. The worksheets were completed by March 18th and returned to Joyce Spurgin so data could be compiled prior to the committee's next meeting. The data was analyzed at the second meeting. Seminole Jr. College curriculum is unique. It was decided that the second course would be used for comparison because it better fits the plans of the project. The committee felt it would be beneficial to measure outcome as well as process. The following plan was developed. Results will be available for Coordinating Committee at the July 10, 1991 meeting.

1) Fundamental Nursing Final Exam-Carl Albert State College.
   a) test will be administered to Kiamichi AVTS students at Poteau and Talihina
2) Fundamental Nursing Final Exam-Murray State College
   a) test will be administered to Kiamichi AVTS students at Durant

Region V - Kathryn Jackson reported that this committee has met several times. They have reviewed and compared content and skills. The comparison of course objectives is progressing slowly.

AD HOC Committee Report: Jody Wemhaner presented a report on the "Survey of States-Articulation Plans or Policies".

Summary of Results:

1) 10 States have a statewide plan
   a) Colorado, Kentucky, Connecticut, Maryland, and New Mexico sent copies of their articulation models for the AD HOC Committee to consider. These were made available to the Coordinating Committee also.
2) 6 States are in the process of developing a proposal for statewide articulation
3) 3 States have not responded to the survey.

The data will be reviewed in depth by committee members before drafting a plan for statewide articulation in Oklahoma.

Several of the states that have plans in place were mandated to do so by legislative action.

NLN Accreditation: of OK PN Programs	After completion of their plan of work, Region II recommended that the issue of NLN Accreditation be discussed further and investigated for appropriateness. The cost of NLN accreditation is a factor that Superintendents of AVTS find prohibitive. Carol Morris reported that some Presidents of higher education facilities are also questioning need for NLN accreditation.
Miscellaneous:	Marsha Green raised a question for committee consideration. Do we need letters of support from industry indicating their support for a statewide plan for articulation?
Meeting Date:	The next meeting will be July 10, 1991.
Advisory Committee:	The proposed agenda for afternoon meeting with Advisory Committee was reviewed and accepted. A revised roster of members was distributed to the committee.
Adjournment:	Meeting adjourned at 1:45 p.m.

Respectfully submitted,

Sherry Burke

Sherry Burke

OKLAHOMA PN & ADN ARTICULATION PROJECT
COORDINATING COMMITTEE MEETING
JANUARY 18, 1991

Call to Order: Meeting was called to order at 10:30 a.m. by Marsha Green, ADN Co-Chair

Attendance: Rosemary Klepper, El Reno Jr. College
Joyce Spurgin, Murray State College
Delphine Jewell, Northern Oklahoma College
Marsha Green, Eastern Oklahoma State College
Carol Morris, Northeastern Oklahoma A&M College
Jody Wemhaner, Francis Tuttle AVTS
Sallie Carney, Rose State College
Kathryn Jackson, Great Plains AVTS

Agenda: Following a welcome, the agenda was reviewed and adopted.

Circulation of Documents: M. Green circulated preliminary reports from Region 2 and 4 subcommittees. At the same time, M. Green circulated copies of Oklahoma PN/ADN Articulation Project Matrix of Comparison Form that was developed and presented by Region 2 subcommittee members. Motion made, seconded and carried to commend Region 2 subcommittee members for their efforts in development of these forms. J. Wemhaner will convey this to Region 2 subcommittee. Motion made, seconded and carried for M. Green to ask all regional subcommittees to utilize this matrix and include it in their final report.

Retreat: M. Green announced that reservations had been made at Kerr Center for the retreat in June.

Discussion ensued concerning need for regional subcommittee to have adequate time to complete their assigned task. Decision was made to extend the working time for the subcommittees to May 15 and to cancel the retreat for June.

Preliminary Reports from subcommittees: Written reports from Region 2 & 4 subcommittees were considered. Kathryn Jackson from Region 5 subcommittee gave a brief oral report of Region 5 meeting yesterday and plans for the group to meet again in two weeks. Written report will follow from Region 5.

Delphine Jewell gave a brief oral report of Region 1 subcommittee meeting. She indicated that some gaps in content have been identified by the subcommittee. Written report will follow from Region 1.

Goal #5: Goal #5 (Develop a mechanism for communication with appropriate external groups) from minutes of meeting on September 21, 1990 was read, discussed and clarified. Motion made, seconded and approved that the formal mechanism of communication be through the co-chairs of this group. Material communicated by the co-chairs will reflect action taken by the coordinating committee.

Future Meetings: The next meeting will be April 4, 1991 at Rose State College in the Tom Steede Building, Room 103. The meeting to follow will be Wednesday, July 10, 1991 in the Tom Steede Building, Room 103.

Advisory Committee: Agenda for afternoon meeting with Advisory Committee was reviewed and accepted. Additions in membership to Advisory Committee were discussed. M. Green directed C. Morris to attach revised Advisory Committee list to these minutes.

Adjournment: Meeting adjourned at 1:30 p.m.

Respectfully submitted,

Carol Morris

Dr. Carol Morris

Oklahoma PN/ADN Articulation Project
Coordinating Committee Meeting
Rose State College

Date: November 9, 1990

Call to Order: Meeting was called to order by Sallie Carney at 10 am. Introductions of all present were included.

Attendance:
Sallie Carney, Rose State College
Gayle Sunday, Bill Willis Skills Center
Carol Morris, NEO A&M College
Jody Wemhaner, Francis Tuttle AVTS
Delphine Jewell, Northern Oklahoma College
Wanda Wolf, Metro AVTS
Carole Thompson, Tulsa Junior College
Sherry Burke, Kiamichi AVTS
Rosemary Klepper, El Reno Jr. College
Kathryn Jackson, Great Plains AVTS
Nancy Cavner, Pioneer AVTS
Marsha Green, Eastern Oklahoma College

Agenda: Following a welcome, the agenda was reviewed and revised. Agenda for the day was established.

Election of Chairperson: Motion was made that current chairs of the Vo-Tech Directors and ADN Directors serve as co-chairs. Motion seconded and passed unanimously. Those co-chairs will be Gayle Sunday, AVTS and Marsha Green, ADN.

Election of Recorder: Motion was made and seconded to have co-recorders. One from Vo-Tech and one from ADN. Those elected were Sherry Burke, AVTS and Carol Morris, ADN.

Definition of Articulation: Following formulation of ideas and group discussion the following statement was adopted.

The Oklahoma PN/ADN Articulation Project defines Articulation as the opportunity for LPN's to receive college credit for PN education without challenge examinations. Credit may be granted according to the following criteria:

1. LPN's who are currently licensed in Oklahoma.
2. LPN's who have graduated within the last five years.

3. LPN's who are graduates from an Oklahoma PN school with NLN accreditation.
4. Will receive credit for nursing fundamentals course only
5. With the number of credit hours to be determined by the receiving educational institution

Motion made and seconded to accept the above statement granting the opportunity to allow changes that make the statement grammatically correct. Motion carried unanimously.

Developing Criteria for Area Sub-committee Work:

Sallie Carney then divided the participants into two groups.

Group 1 was charged with formulating criteria for each area sub-committee for evaluation of the theoretical portion of the fundamentals course in each Vo-Tech and each ADN program.

Group 2 was charged with formulating criteria for each area sub-committee for the on-campus skills and clinical portion of the fundamentals course in each Vo-Tech and each ADN program.

Curricular Organizing Framework:

After presentation of Group 1 and input and clarification by the total group, the following criteria was adopted.

1. Compare ADN fundamentals course objectives to objectives in PN program.
2. Compare cognitive level of objectives. i.e. - knowledge, application, evaluation
3. Compare/contrast topical outlines and time frame for course content and determine acceptable parameters.
4. Examine the extent to which the nursing process is taught in theory

Outcome criteria:
Examples used to determine outcome criteria:

1. Achievement tests
2. Evaluation tools
3. Exams
4. Accrediting agencies
5. Program evaluation
6. Instructional materials

After presentation by Group 2 and input and clarification by the total group the following criteria was adopted for the sub-committee assessment of psychomotor objectives.

1. Identify skills taught in PN programs and ADN programs
   a. compare & contrast fundamental skills
   b. identify the "gaps"
2. Outcome criteria:
   Evaluation Methods of Competency Levels
   a. skills Lab/Return Demonstrations
   b. clinical Applications
      1. skills required
      2. "competency" defined
      Ex: Rating scales
      Written tests
      Performance tests
      Job Skills Check Lists (lab)
      Clinical Evaluation Instrument
      Follow-up surveys (by graduates)
      Employer surveys
      Overall program evaluation

End Product: Matrix of the Comparison to include recommendations

Sub-Committee Coordinators: The following sub-committee coordinators were identified:

1. Region 1 - Nancy Cavner
2. Region 2 - Ruth Eckenstein
3. Region 3 - Carole Thompson
4. Region 4 - Joyce Spurgin
5. Region 5 - Kathy Jackson

Instructions to Sub-Committee Coordinators: The sub-committee coordinators will receive their instructions in a letter from the co-chairs of the coordinating committee. The sub-committee of each region is to meet at the pleasure of the group and have their final report in the hands of the coordinating committee by April 1, 1991. Each sub-committee is to have a preliminary report in to the coordinating committee by January 15, 1991.

BEST COPY AVAILABLE

Next Meeting: The next meeting will be January 18, 1991 at Rose State College at 10:30 a.m. At 2 p.m. that same afternoon, a meeting will be held with representatives of selected groups. Invitations will be sent to representatives of the following:

1. Oklahoma State Regents for Higher Education
2. State Department of Vo-Tech
3. Oklahoma Board of Nurse Registration and Nursing Education
4. Chair of the College Presidents' Council
5. Chair of the Vo-Tech Superintendent's group
6. The co-chairs may identify other groups who should be invited

At the 2 p.m. meeting the following will also be shared:

Orientation to the Project
Copies of Minutes
Roster of Membership
Map of the sub-committee regions
Input from the representatives will be encouraged

Agenda Items for Next Meeting: For the next meeting, goal setting should be an agenda item as well as clarifying Goal #5 from September 21, 1990 meeting. That goal reads: "Develop a mechanism for communication with appropriate external groups".

Adjournment: Meeting adjourned at 3:30 p.m.

Respectfully submitted,

Carol Morris

Carol Morris, Recorder

Sherry Burke

Sherry Burke, Recorder

On November 14, 1990, Marsha Green confirmed to Carol Morris that the Kerr Center in Poteau, Oklahoma has been reserved for a meeting of the coordinating committee on April 17, 18 and 19. At this meeting the report will be developed.

STATE-WIDE ADN AND LPN ARTICULATION MEETING

MEETING MINUTES

The State-wide ADN and LPN Articulation Committee met on Friday, September 21, 1990 from 10:00 a.m. until 3:30 p.m. at Francis Tuttle Area Vo-Tech School in Oklahoma City, OK.

PARTICIPANTS PRESENT

Sally Carner, Rose State College, Midwest City
Margaret Brock, Oklahoma State University, Oklahoma City
Teresa Frazier, Western Oklahoma State College, Altus
Jean Green, Northeast Oklahoma College, Miami
Glenda Shockley, Connors State College, Warner
Mary Heron, OKlahoma City Community College, Oklahoma City
Jan Linck, Northern Oklahoma College, Tonkawa
Faye May, Oklahoma State University TB, Oklahoma City
Joyce spurgin, Murray State College, Tishomingo
Gayle McNish, Rose State College, Midwest City
Beverly Botchlet, Rose State College, Midwest City
Joyce Kulas, Connors State College, Warner
Patty Wehling, Northern Oklahoma College, Tonkawa
Jorge Neuhaus, Seminole Junior College, Seminolr
Rosemary Klepper, El Reno Junior College, El Reno
Sherry Burke, Kiamichi AVTS, Talhina
Nancy Cavner, Pioneer AVTS, Ponca City
Thea Clark, Tulsa County AVTS, Tulsa
Felecia Dauth, Indian Capital AVTS, Muskogee/Sallisaw
Mignon Denyer, Mid-Del Lewis Eubanks AVTS, Midwest City
Donna Lavin, Francis Tuttle AVTS, Oklahoma City
Susan Gierhart, Wes Watkins AVTS, Wetumka
Sanzee Pittman, High Plains AVTS, Woodward
Gayle Sunday, Bill Willis Skills Center, Tahlequah
Jody Wemhaner, Francis Tuttle AVTS, Oklahoma City
Melva Whitlock, Indian Meridian AVTS, Stillwater
Wanda Wolf, Metro AVTS, Oklahoma City

TOPIC	DISCUSSION/ACTION
Agenda	Following a welcome, the agenda was reviewed by Sally Carney and goals for the day were agreed upon. Members were divided into working groups that represented four geographical areas of the state (Northeast, Southeast, Northwest/Central and Central.) Each subcommittee had representatives for PN and ADN programs. The subcommittees were given the tasks of recommending an organizational structure and formulating goals for the articulation project.
Organizational structure	The organizational structure selected by the committee is composed of a Central Committee and Area Subcommittees.
Name	The name selected for the articulation project was the Oklahoma PN/ADN Articulation Project.
Central Committee Membership	Following group discussions, the committee agreed that the Central Committee would consist of eight representatives from the Associate Degree Directors and eight from the PN Directors. These representatives would be chosen by the respective organizations.
Goals	The following goals for the Central Committee were approved: 1. Define articulation for the purposes of the project. 2. Develop a proposal for articulation from PN to ADN programs in Oklahoma. 3. Refine the organization structure to facilitate the efforts of the project. 4. Develop the time frame for the implementation of the project. 5. Develop a mechanism for communication with appropriate external groups. (a. Advisory Board) 6. Provide assistance to the subommittees and monitor overall progress to ensure content and completion.
Area Subcommittees Geographical areas	For the purposes of the project, it was decided that the state would be divided into five subcommittees. (see attached map) Area 1--Northwest Area 2--Central Area 3--Nor theast Area 4--Southeast Area 5--Southwest

TOPIC	DISCUSSION/ACTION
Membership	It was felt that membership of the Area Subcommittees should include faculty members, particularly those who teach nursing fundamentals. Individual members are to be appointed by their school director.
Goals	Goals for the Area Subcommittees were formulated and approved by the committee. They are: 1. Complete tasks within the time frame developed by the Central Committee. 2. Compare/contrast the curricula of the PN programs with the first semester of the AD programs. 3. Provide a written report, including recommendations, to the Central Committee.
Presentation on recent articulation work at OSU Technical Branch	Margaret Brock related the results of recent work with Francis Tuttle AVTS to provide direct articulation for graduates. She stated that the biggest problem was in finding enough space in the AD program since the number of faculty is limited, and funding is short. Ms. Brock recommended that a time limit be set for direct articulation following graduation. They are using five years. LPNs are accepted into their program from any school with challenge exams, however transfers are accepted from NLN accredited schools only. They have found that LPN students need help with nursing process and nursing diagnosis but that "bridging courses" are not needed. LPN students must meet the same admission requirements that generic students meet. Ms Brock stated that the LPN students do well in school and on the state board examination.
Criteria for Evaluation of PN/ADN curricula	The subcommittees formulated criteria which could be used by the Area Subcommittees in evaluating curricula. The following criteria was approved by the the Committee. 1. Correlation of Content a. Outcome criteria b. Cognitive level of all objectives and content c. Time frame of content d. Implementation of nursing process 2. Skills a. Outcomes for skills acquisition b. Evaluation methods

TOPIC	DISCUSSION/ACTION
Name change for the Central Committee	The "Central Committee" was renamed "Coordinating Committee"
Coordinating Committee	
Meeting Date	The first meeting of the Coordinating Committee will be on November 9, 1990 at Rose State College from 10:00 a.m. until 3:30 p.m.
Proposed Agenda	The proposed agenda for the first meeting is: 1. Elect co-chairs and recorder 2. Plan strategies to meet goals 3. Determine area subcommittee agendas 4. Other business
Adjournment	The meeting adjourned at 3:30 p.m.

Respectfully submitted,

Gayle Sunday

Gayle Sunday

Oklahoma Area Vocational and Technical Schools and Skills Centers

AREA VO-TECH SCHOOLS

LEGEND:
1 = NW
2 = Central
3 = NE
4 = SE
5 = SW
X = ADN Prog.

ADA
Pontotoc Technology Area Vo-Tech School 405-436-[illegible]

AFTON
Northeast Oklahoma Area Vo-Tech School 918-257-[illegible]

ALTUS
Southwest Area Vo-Tech School 405-477-[illegible]

ALVA
Oklahoma Northwest Area Vo-Tech School 405-327-1544

ARDMORE
Southern Oklahoma Area Vo-Tech School 405-223-[illegible]

ATOKA
Kiamichi Area Vo-Tech School 405-889-[illegible]

BARTLESVILLE
Tri-County Area Vo-Tech School 918-333-2422

BROKEN ARROW
Tulsa County Area Vo-Tech School 918-455-1588

BURNS FLAT
Western Oklahoma Area Vo-Tech School 405-562-[illegible]

CHICKASHA
Grandview Area Vo-Tech School 405-224-[illegible]

CHOCTAW
Eastern Oklahoma County Area Vo-Tech School 405-390-9991

DRUMRIGHT
Central Oklahoma Area Vo-Tech School 918-352-[illegible]

DUNCAN
Red River Area Vo-Tech School 405-255-2903

DURANT
Kiamichi Area Vo-Tech School 405-924-7081

EL RENO
Canadian Valley Area Vo-Tech School 405-262-2629

ENID
O. T. Autry Area Vo-Tech School 405-242-2750 or 405-234-0193

FAIRVIEW
Oklahoma Northwest Area Vo-Tech School [illegible]

FORT COBB
Caddo Kiowa Area Vo-Tech School 405-643-2381

FREDERICA
Great Plains Area Vo-Tech School 405-335-5[illegible]

HUGO
[illegible] Area Vo-Tech School [illegible]

IDABEL
Kiamichi Area Vo-Tech School 405-286-7555

KINGFISHER
Cimarron Trail Area Vo-Tech School 405-375-3131

LAWTON
High Plains Area Vo-Tech School [illegible]

MCALESTER
Kiamichi Area Vo-Tech School 918-426-[illegible]

MIDWEST CITY
Mid-Del Area Vo-Tech School 405-732-6664

MUSKOGEE
[illegible] Area Vo-Tech School [illegible]

NORMAN
Moore-Norman Area Vo-Tech School [illegible]

OKLAHOMA CITY
Oklahoma City Area Vo-Tech School and Administrative Offices, Metro Technology Centers
Fisher Estes [illegible]
Santa Fe [illegible]
[illegible] [illegible]
405-424-6324

OKLAHOMA CITY
Francis Tuttle Area Vo-Tech School 405-[illegible]

PONCA CITY
Ponca Area Vo-Tech School 405-762-[illegible] X 405-762-5827

POTEAU
[illegible] Area Vo-Tech School [illegible]

PRYOR
Northeast Oklahoma Area Vo-Tech School 918-825-5555
Administrative Offices, 918-825-7040

SALLISAW
Indian Capital Area Vo-Tech School 918-775-9119

SAPULPA
Central Oklahoma Area Vo-Tech School 918-224-5382

SHAWNEE
Gordon Cooper Area Vo-Tech School 405-273-7793

STILLWATER
Indian Meridian Area Vo-Tech School 405-377-3333

STILWELL
Indian Capital Area Vo-Tech School 918-696-3111

TALIHINA
Kiamichi Area Vo-Tech School 918-567-2284

TULSA
Tulsa County Area Vo-Tech School
Memorial Campus and Administrative Offices, 918-627-7200
Peoria Campus, 918-428-2261
Air Park Campus, 918-428-3887
Southeast Campus, 918-455-1588

WAYNE
Mid-America Area Vo-Tech School 405-449-3391

WETUMKA
Wes Watkins Area Vo-Tech School 405-452-3283

WILBURTON
Kiamichi Area Vo-Tech School
Administrative Offices, 918-465-2323

WOODWARD
High Plains Area Vo-Tech School 405-256-6618

SKILLS CENTERS

A. **Spiro**
Spiro Skills Center
918-962-3722

B. **Tahlequah**
W.P. "Bill" Willis Skills Center
918-456-2594

NEW AREA VO-TECH SCHOOLS NOW BEING ESTABLISHED

[illegible]-Jackson Counties ..... Projected to Open 1991

[illegible] County (Kiamichi AVTS Satellite) ..... Projected to Open Fall 1989

[illegible] County (Great Plains AVTS) ..... Projected to Open Fall, 1990

BEST COPY AVAILABLE

THE ADN/LPN ARTICULATION COMMITTEE

Meeting: June 18, 1990
Time: 3:00 p.m.

Attendance:

Jodi Wemhaner
Fay May
Rosemary Klepper
Sallie Carney
Krenea White
Margaret Brock
Dr. Jan Harris

Minutes:

The meeting was called to order at 3:00 p.m. Beverly Bernett sent regrets that she would be unable to attend today. Gayle Sunday called and reported that several of the LPN Coordinators would not be able to attend today. Travel time is a major factor when a meeting may last for an hour and a half. They would like to suggest that we set up a time that would allow for longer meetings. She reported that several local representatives would be attending today's meeting. Jodi informed the group that Jennifer Phillips has resigned and that Gayle Sunday is now the Chairperson of the LPN Articulation Committee. The minutes were read and corrections made. The corrections will be forwarded to Beverly and a copy of the corrected minutes will be mailed to each member.

Old Business:

Jodi presented a draft of the task analysis utilized to support the new LPN curriculum. Jodi re-emphasized that this draft is not to be used in any final form. She also advised the group that the modules on nutrition and pharmacology in the new proposed curriculum would be completed and ready for the committee to review in September 1990. A copy of a ADN-LPN Articulation - Curriculum Matrix was also handed out to each member. The LPN Coordinators utilized the ACT/PEP Guidelines from the fundamentals test and compared them to the task analysis for correlation. The correlation results do not speak to quality or quantity of the subject matter, just the subject areas. There were only two areas that are not covered 1 a., 2 and 3 relates to ANA code and standard. Jodi also shared copies of the Frances Tuttle LPN Program curriculum plan.

Margaret Brock introduced the need for the LPN Program to consider the NLN National Accreditation to facilitate the articulation process. She stated she had just returned from an NLN Board of Review Meeting of the ADN Council and informed us there is a problem with articulation with non NLN accredited LPN Programs. In

addition the NLN requirement related to faculty members qualifications is also a major area of concern, and this was discussed. Jodi again informed the group that all of the directors would like to see their programs accredited but accreditation is not mandated by the State Vo-Tech system. Jodi reported that there are four LPN Programs NLN accredited in the State of Oklahoma at this time. She believes that if NLN Accreditation was a requirement for articulation in Oklahoma more of the administrators would see the need for it.

Sallie Carney reported that the ADN Directors have not had time to present data related to the advanced standing testing but she was able to report the tests which are currently used in the ADN Programs.

ACT/PEP TESTING

Bacone uses fundamentals and MCN a score of 45 for both
OSUTB uses fundamentals and adult nur. a score of 45
Rose State fundamentals score 45, MCN score 40
El Reno fundamentals score 45
Carl Albert fundamentals score 45

NLN MOBILITY PROFILE

Carl Albert fundamentals score 65, child 68
Eastern fundamentals score 68, MCN score 65 and 63
Northern fundamentals score 70, adult 70
Rose State fundamentals score 70, MCN score 70

TEACHER MADE TESTING

Cameron score 76
OCCC score 80

Discussion returned to the next step in the process of evaluating the curriculums for correlation.

New Business:

The group proposed a general meeting of interested individuals invited from all ADN and LPN Programs. This group would make up the initial membership and would identify a central committee, regional sub committees and their roles. A working agenda for the sub committees would be established and the process for evaluation would be identified. A method for the assimilation of final data and recommendations to the central committee will also be determined. Each area could then process through the evaluation within that regional area's individual differences. The final processing of all the data and recommendations would allow the central committee to make an overall evaluation providing a foundation to make recommendations to both ADN and LPN organizations.

The date of this initial meeting: Friday, Sept. 21, 1990.
Place: Frances Tuttle Vo-Tech, Room 220 and 221
Time: 10:00 to 3:30 p.m.
Working Lunch: Will be provided for a cost of $5.00

Letters will be sent to all ADN and LPN Programs inviting the Directors/Coordinators and faculty interested in career mobility. Fundamentals will be the only course reviewed at this time.

The meeting adjourned at 4:00 p.m.

Sallie Carney

MINUTES

JOINT LPN-ADN ARTICULATION DISCUSSION GROUP MEETING

April 9, 1990

PRESENT:

Margaret Brock	OSUTB
Faya May	OSUTB
Carol Morris	NEO A&M
Beverly Burnett	TJC
Sherry Burke	Kiamichi AVTS
Sallie Carney	Rose State College
Jody Wemhaner	Francis Tuttle Vo-Tech
Rosemary Klepper	El Reno Junior College
Jennifer Phillips	Central OK AVTS
Mignon Denyer	Mid-Del AVTS
Gayle Sunday	Bill Willis - Tahlequah
Felecia Dauth (guest)	Indian Capitol Area Vo-Tech - Muskogee

Meeting was held at OSUTB, 3:00 p.m. Sallie Carney presided. This was the group's initial meeting.

STATEMENT OF FACT:

1. At this time the ACT-PEP is the exam most often used by OK state and ADN programs to test LPNs who wish to earn credit for previous learning. However ACT-PEP is not the only testing instrument used, and several programs also include a skills/clinical testing portion.

2. Currently the NLN Accreditation is not mandated for PN programs. The LPN programs which use them are:
   Central OK AVTS
   Great Plains AVTS - Lawton
   Tulsa County Vo-Tech
   Francis Tuttle Vo-Tech

3. All educators present agreed that if a state-wide LPN curriculum (which is in the process of being formulated can be implemented, this should be of help in establishing LPN-ADN articulation.

4. The LPN educators stated that the state-wide plan will be a "minimum standards" document.

5. It was agreed that the soonest any LPN-ADN articulation plan might be ready for presentation will be 1991-92.

6. The ADN educators present emphasized that the directors of ADN programs do not have the authority to grant credit for previous learning - that the granting of credit is established by the colleges.

7. It will be necessary to involve faculty - not just program directors - in formulating articulation plans.

QUESTIONS:

1. Are we looking at PN grads only (for articulation)?

2. How many years out of PN school should a PN be before he/she can apply to an RN program?

3. What are the chances that the PN programs in the state will use the State Curriculum as a minimum standard?

4. Which tests are currently being used in the AD programs to assist PNs in articulating?

PLANS:

1. ADN directors to gather ACT-PEP profile data from their programs for sharing with all - ADN and LPN directors.

2. LPN directors to bring their curriculum plans to share with all - LPN and ADN directors.

3. ADN directors to gather information from their own fundamentals instructors concerning what the instructors believe is needed for a PN to demonstrate learning for college credit in their programs.

4. ADN directors who have articulation agreements are to bring copies for sharing with others.

NEXT MEETING:
Monday, June 18, 1990 - 2:30 p.m. OSUTB

Beverly Arnold
Acting Secretary
6/13/90

APPENDIX H

OKLAHOMA PN/ADN ARTICULATION PROJECT

ADVISORY COMMITTEE MEMBERS

Dr. Charles Angle
Vice President of Academic Affairs
Northwestern Oklahoma A&M College
200 I Street NE
Miami, OK 74354

Kenneth Bridges, Superintendent
Great Plains Vo-Tech
4500 West Lee. Blvd.
Lawton, OK 73505

Neva Weaver, Assistant Superintendent
Moore-Norman Area Vo-tech
4701 N.W. 12th Street
Norman, OK 73069

Dr. Larry Devane, President
El Reno Junior College
Box 370
El Reno, OK 73036

Dr. Bill Hill, President
Eastern Oklahoma State College
1301 W. Main
Wilburton, OK 74578

Dr. Hobart Means
Vice President of Academic Affairs
Rose State College
6420 S.W. 15th
Midwest City, OK 73110

Sulinda Moffet, RN, MS
Executive Director
Oklahoma Board of Nursing
2915 Classen Blvd., Suite 524
Oklahoma City, OK 73106

Dr. Martha Nagel
Oklahoma State Regents for Higher Education
500 Education Building
State Capitol Complex
Oklahoma City, OK 73105-4503

Gail Pearson, H.O. E. Supervisor
Oklahoma State Dept. of Vo-Tech
1500 W. Seventh Ave.
Stillwater, OK 74074

Dr. Charlotte Rappsilber, RN
Associate Director of Nursing Education
Oklahoma Board of Nursing
2915 Classen Blvd., Suite 524
Oklahoma City, OK 73106

Dr. Carl Westbrook, President
Connor's State College
Warner, OK 74469

Dr. Gary Updyke
Vice President of Student Affairs
Connor's State College
Warner, OK 74469

Bruce Gray, Superintendent
Francis Tuttle Vo-Tech Center
12777 N. Rockwell Avenue
Oklahoma City, OK 73142-2710

Dr. Jim R. Jinkins
Vice President for Academic Affairs
Carl Albert State College
1507 S. McKenna
Poteau, OK 74953

Revised 9/17/91

OKLAHOMA PN & ADN ARTICULATION PROJECT
ADVISORY COMMITTEE MEETING
APRIL 4, 1991

Call to Order: Meeting was called to order at 2:00 p.m by Marsha Green,ADN Co-Chair.

Attendance:
Marsha Green, Eastern Oklahoma State College
Jody Wemhaner, Francis Tuttle AVTS
Joyce Spurgin, Murray State College
Delphine Jewell, Northern Oklahoma College
Wanda Wolfe, Metro-Tech
Sherry Burke, Kiamichi AVTS
Carol Morris, Northeastern Oklahoma A&M College
Donna Bellovics, Cameron University
Rosemary Klepper, Redlands Community College
Sallie Carney, Rose State College
Kathryn Jackson, Great Plains AVTS
Jennifer Phillips, Oklahoma State Dept. of Vo-Tech
Doris Wedge, Moore Norman AVTS
Kenneth Bridges, Great Plains Vo-Tech
Dr. Larry Devane, El Reno Junior College
Dr. Hobart Means, Rose State College
Sulinda Moffett, R.N., OBNR&NE

Agenda: The agenda was reviewed and adopted.

Minutes: The minutes of the January 18, 1991 meeting were read. The motion was made and seconded to accept the minutes as written.

1. Ad Hoc Committee Report

Jody Wemhaner presented a report on the "Survey of States-Articulation Plans or Policies".

Summary of Results:

1) 10 States have a statewide plan
   a) Colorado, Kentucky, Connecticut, Maryland, and New Mexico sent copies of their articulation models for the AD HOC Committee to consider. These were made available to the Coordinating Committee also.
2) 6 States are in the process of developing a proposal for statewide articulation.
3) 3 States have not responded to the survey.

The data will be reviewed in depth by committee members before drafting a plan for statewide articulation in Oklahoma.

Several of the states that have plans in place were mandated to do so by legislative action.

2. Subcommittee Reports:

Region I. - Progress is slow from this area. No written report available.

Region II.- The work from this Committee has been completed. A very comprehensive study was submitted to the Coordinating Committee. The group completed the Matrix of Comparison by comparing course objectives, cognitive levels, theory, and clinical/on-Campus Skills Lab. Information is concise and appropriate for the project.

Region III- A letter to Marsha Green from this sub-committee reports that progress is slow.

Region IV - Joyce Spurgin presented an update from S.E. Region. The committee developed a plan of work at the first meeting. Each school completed a worksheet comparing PN/ADN Course objectives and nursing skills. The worksheets were completed by March 18th and returned to Joyce Spurgin so data could be compiled prior to the committe's next meeting. The data was analyzed at the second meeting. Seminole Jr. College curriculum is unique. It was decided that the second course would be used for comparison because it better fits the plans of the project. The committee felt it would be beneficial to measure outcome as well as process. The following plan was developed. Results will be available for Coordinating Committee at the July 10, 1991 meeting.

1) Fundamental Nursing Final Exam-Carl Albert State College.
   a) test will be administered to Kiamichi AVTS students at Poteau and Talihina
2) Fundamental Nursing Final Exam-Murry State College
   a) test will be administered to Kiamichi AVTS students at Durant

Region V - Kathryn Jackson reported that this committee has met several times. They have reviewed and compared content and skills. The comparison of course objectives is progressing slowly.

3. NLN Workshop: The State Department of Vo-Tech-HOE Division has scheduled a workshop on April 26, 1991 for NLN Representative to meet with the Oklahoma Directors of Practical Nursing.

4. Miscellaneous: Councils meet on a regularly scheduled basis. The Coordinating Committee must submit results of project/ Statistical Studies, etc, prior to the deadline of October 1, 1991.

The next Advisory Committee Meeting for the Articulation Project will be at Metro-Tech, July 24, 1991 at 12:00 Noon.

Adjournment: Meeting adjourned at 3:00 p.m.

Respectfully submitted,

Sherry Burke

Sherry Burke

Oklahoma PN & ADN Articulation Project
Advisory Committee Meeting
January 18, 1991

Call to Order: The meeting was called to order by Marsha Green, Co-Chair of the Oklahoma PN & ADN Articulation Project Coordinating Committee.

Attendance:
Dr. Neva Weaver, Moore-Norman Vo-Tech
Dr. Larry Devane, El Reno Junior College
Sulinda Moffett, OBNR & NE
Dr. Charlotte Rappsilber, OBNR & NE
Dr. Dean Underwood, Rose State College
Dr. Martha Nagel, Oklahoma State Regents for Higher Education

Welcome: Marsha Green welcomed the participants and thanked them for taking time from their busy schedules to meet with the Coordinating Committee.

Introduction: Each member of the group introduced themselves.

Orientation to the Project: Packets were distributed to the Advisory Committee members. M. Green explained the purpose of this project and the preliminary work that had been accomplished prior to the formation of the coordinating committee and the regional subcommittees. The project time lines were presented as following:

April 9, June 18, Sept. 21, 1990 - Preliminary Planning Meetings - PN/ADN Directors and Faculty Representatives.

November 12, 1990 - Initial Meeting - Coordinating Committee - PN/ADN Representatives from each of the five regions.

January 15, 1991 - First report due from Regional subcommittee meetings. Final report due May 15, 1991.

January 18 & April 4, 1991 - Coordinating Committee/Advisory Committee Meeting. April 4 meeting - consider reports from regional subcommittees.

July 10, 1991 Coordinating Committee Meeting - Review final reports from Regional subcommittees and develop statewide report and recommendations.

Disseminate final report and recommendations.

Copies of Minutes of Coordinating Council:

M. Green reviewed minutes of September 12, 1990 where goals of the project and map of regions were found. She also reviewed minutes of November 9, 1990 identifying the process the regional subcommittees will use in this project.

The Matrix of Comparison Forms to be used by the Regional subcommittees were also reviewed and discussed.

Input from Representatives:

Dr. Martha Nagel, Regents Office, raised the question "Has the coordinating committee reviewed the regents policy concerning articulation and validation of credit from Vo-Tech for possible areas of violation this project would cause?" The reply by M. Green, Co-Chair, was affirmative.

She stated that in order to strengthen this proposal she would suggest that the Coordinating Committee look at what other states are doing in articulation from LPN to ADN.

If PN programs in other states are in community colleges, if and how does this transfer to ADN programs? Martha believes all of this information would strengthen this proposal.

Dr. Larry Devane, President of El Reno Junior College, questioned why the criteria was limited to only Oklahoma PN graduates. He questioned "Have you considered transient population and military population in Oklahoma who have been educated in other states". It was clarified that in the beginning the Coordinating Committee felt we should only articulate Oklahoma graduates. These are beginning criteria only and could be expanded at a later date.

Only articulating graduates of NLN approved PN schools was established as one of the criteria because those schools must meet certain standards to be accredited.

Dr. Neva Weaver, Assistant Superintendent of Moore-Norman Vo-Tech School, commented that LPN's around the periphery of Oklahoma are moving out-of-state in order to articulate.

L. Devane reports on a Joint Committee that has been meeting on Tech Prep. There will be a conference on February 21 and 22 on this topic. On the 21st the RFP will be released for proposals from institutions. The total dollars available for all funded proposals will be approximately $800,000 for this year. The proposals are due April 30, 1991. The funding will be on a one-year basis and could be renewed. The RFP will mandate a consortium. This could be both rural & urban, secondary and post-secondary. It could also include the private sector with industry.

At this point, M. Green asked the Advisory Committee Members to help the Coordinating Committee define the process for acceptance of this proposal by the Regents.

L. Devane suggested that Instructional Administrators namely Academic Vice President's and representatives from the Council on Instruction be added to the Advisory Committee. His rationale being that those individuals would play a vital role in moving this proposal through the system toward Regents approval.

Dr. Dean Underwood, Vice President, Rose State College, stated he would think the process would flow from curriculum committees in each institution to the council on Instruction to the President's Council and then to the Regents. He also questioned what kind of report on each student would come to the institution. He feels this would be necessary for the individual institution as well as for North Central.

Discussion of evaluation and documentation followed. A discussion ensued on the above topic. The Coordinating Committee will give consideration to this prior to the next meeting of the Advisory Committee.

M. Nagel questioned "Are you saying Vo-Tech credit and college credit are the same?" The reply was some content was the same. Rosemary Klepper, ADN Director, El Reno Junior College, interjected that the committee is looking at one college course only and all LPN's will have passed the PN NCLEX Exam which is a national licensure exam.

Sally Carney, ADN Director, Rose State College, explained that at Rose State College they admit only LPN's. These students complete one additional year for their ADN. These students at this time take tests to qualify for admission.

M. Nagel stated "I feel the fact that graduates of NLN accredited schools must meet certain standards and by passing the NCLEX licensure exam they have met certain standards really strengthens the proposal you are making."

Carol Morris, ADN Director, Northeastern Oklahoma A&M College, explained that, according to the criteria, the number of credit hours for articulation would be determined by the transfer institution. She further explained that fundamentals courses in Oklahoma ADN programs ranged from five credit hours to 10 credit hours.

N. Weaver pointed out that many students for varying reasons must begin at the Vo-Tech School. She identified some of those reasons. She further said after they have experienced some success at the Vo-Tech they are able to continue their education. She supports the ladder concept and believes what the coordinating committee is attempting is a positive move.

Neva also shares that the State Department of Vo-Tech has follow-up data on LPN's that could be retrieved.

Sulinda Moffett, OBNR & NE, discussed data available in her office to the coordinating committee and data she believed might be available from boards of nursing in other states.

ERIC Clearinghouse for Junior Colleges
SEP 11 1992